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ABSTRACT

In 1985-86, the Career Advancement through Bilingual Education Skills (CABES) project was in the final year of a three-year funding cycle at Seward Park High School in Manhattan, New York. The project's major goal was to provide career advancement skills to a population group of 279 students of limited English proficiency (LEP). Included in the career-oriented curriculum for CABES' participants are courses in typing, employability skills, and word processing. There are also bilingual career workshops, as well as content courses in the native language and English as a second language (ESL). Although the project underwent extensive personnel changes in the previous year, in 1985-86 the new staff was able to successfully manage the project, integrate activities with the rest of the school, and bring a measure of prestige to CABES within the school community. Student support services, cultural and extracurricular activities, and staff development and parental involvement activities were provided. The performance of program students on achievement tests indicates that instructional objectives were met in ESL, science, and the career advancement sequence. The objective was not achieved in mathematics due to poor academic performance in the fall term. In future, the school administration should allocate more space to the project, and typing and word-processing skills should be taught bilingually. Appendices include two sample lessons and some sample student writings. (KH)

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SEWARD PARK HIGH SCHOOL

PROJECT CABES

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2143

SEWARD PARK HIGH SCHOOL

PROJECT CABES

1985-1986

Principal:
Dr. Noel N. Kriftcher

Project Director:
Marisa Carbonara

Prepared by the
O.E.A. Bilingual Education Evaluation Unit
Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Clara Velazquez, Evaluation Consultant
Ana L. Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

Project CABES (Career Advancement through Bilingual Education Skills) is in the final year of a three-year funding cycle at Seward Park High School. Its major goal is to provide career advancement skills to a population of 279 Hispanic students of limited English proficiency (LEP). This group is comprised of ninth through twelfth graders interested in pursuing a career advancement sequence rather than a regular academic one. Included in the career-oriented curriculum for CABES' participants are courses in typing, employability skills, word processing, and bilingual career workshops, as well as content courses in the native language (Spanish) and English as a second language (E.S.L.) courses. The project also aims to mainstream its students as soon as they can function in English.

Although the project underwent extensive personnel changes in the previous year, in 1985-86 the new staff has been able to successfully manage the project, integrate activities with the rest of the school, and bring a measure of prestige to CABES within the school community.

All of the target students were recent immigrants, many of whom were eligible for free lunch. Its dual focus on general education in Spanish and English, together with career awareness education for project students, made this program different from comprehensive academic high school programs in bilingual education.

Support services for project students included counseling, peer tutoring, and referrals to outside agencies in addition to the instructional support received. Cultural and extracurricular activities for students included a Latin American Festival, a Latin American Club, peer and teacher tutoring, dancing lessons, guitar lessons, attendance at plays, and several musical performances. In addition, 15 Latino Playwrights Scholarships, sponsored by the Henry Street Settlement, were awarded to project students. Staff development for project personnel entailed monthly program meetings, in-service workshops/lectures, and coursework at local universities. Parental involvement has consisted of an advisory committee with periodic meetings, parental participation in all cultural events sponsored by the school, and ongoing visits to the program.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mathematics, science, and career advancement sequence (teacher-made tests); and attendance and dropout (school and program records). Quantitative analysis of student achievement data indicates that:

-- The program's E.S.L. instructional objectives were met in the fall and spring.

-- The program objective of a 70 percent passing rate in mathematics and science was achieved in science, but not in math. However, passing rates in these areas were notably higher than the previous year.

-- The overall passing rates for typing, employability skills, and word processing courses were, respectively, 84.2, 90.8, and 84.0 percent. Thus, the objectives were achieved.

-- The attendance rate for program students was significantly higher than the schoolwide attendance rate.

-- The dropout rate of program students was higher than the dropout rate of mainstream students.

There were many areas of strength observed by the evaluation team. Among these were:

-- supportive administrative staff members;

-- dedicated bilingual teachers and paraprofessionals;

-- learning materials that provide students with the opportunity to acquire employability skills;

-- cultural activities to foster pride in students' native culture, as well as to sensitize the mainstream community to Hispanic cultures;

-- the tutorial learning center and special materials used by project and mainstream teachers; and

-- the great efforts made to reach and involve students' parents.

The following recommendations for improvement are offered by the evaluation team:

-- That the school administration continue to seek alternatives to the limited space available to the project.

-- That typing and word-processing skills be taught bilingually so that students will profit more from instruction and be motivated to improve their attendance in these classes.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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CAREER ADVANCEMENT THROUGH BILINGUAL EDUCATION SKILLS AT
SEWARD PARK HIGH SCHOOL

Location:	350 Grand Street New York, New York 10002
Year of Operation:	1985-86, final year of three-year funding cycle
Target Language:	Spanish
Number of Students:	279
Principal:	Dr. Noel N. Kriftcher
Project Director:	Ms. Marisa Carbonara

I. PROGRAM DESCRIPTION

OVERVIEW

The Career Advancement Through Bilingual Education Skills (CABES) Project at Seward Park High School, in Manhattan's Lower East Side neighborhood, was a Spanish/English program in the final year of a three-year funding cycle. Its major goal was to provide career advancement skills to limited English proficient (LEP) Hispanic students. Ninth- and tenth-grade students were the major target group, but eleventh and twelfth graders were also included in the project.

The project sought to help these students develop business and other job skills to enable them to find employment when they graduated. During the 1985-86 academic year, the project provided instruction in English as a second language (E.S.L.), and the academic content areas required by the New York State Board of Regents for graduation. The project also sought to mainstream its students as soon as possible.

The school administration cooperated with the project director to integrate the project with the school's mainstream. In short, the project seemed well organized and stable with no staff turnover in the past two years.

ORGANIZATION AND PERSONNEL

CABES Title VII personnel included the director, a resource specialist, a curriculum specialist, and three paraprofessionals. All were supervised by Seward Park's assistant principal (A.P.) in charge of E.S.L. The project's organization is given in Figure 1.

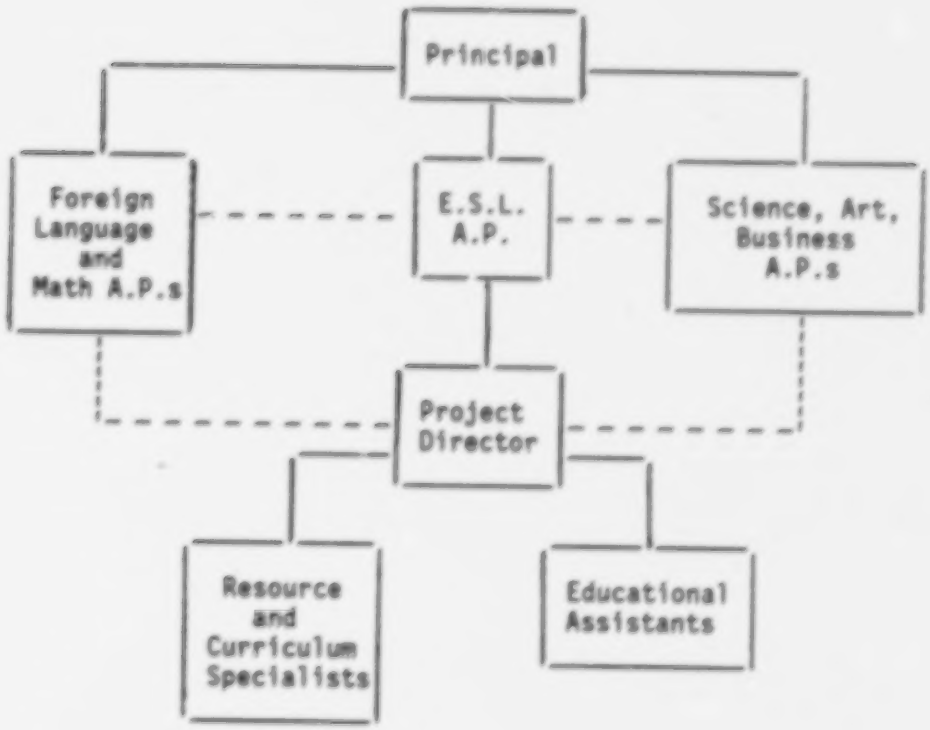
The project director was in charge of student evaluation records and project expenditures. She interviewed new students, helped hire project personnel, assigned tasks to staff members, and supervised all program personnel. She also prepared the project's reports and budgets, supervised curriculum development, and represented the project in the school's administrative cabinet, at conferences, and at other outside activities.

The resource specialist taught two classes and prepared six students for the General Equivalency Diploma (G.E.D.) examination. She continued to work on an American history curriculum that she had started last year, was faculty advisor of the Latin American Club, prepared all project artwork, and coordinated the project's cultural enrichment program, which sought to enhance the students' self-image, both in the school and in the community.

The curriculum specialist taught two classes and conducted special group and individual tutoring for students. He also prepared job-skills and word-processing curricula (see Appendix A) and helped edit the project newsletters, "Nuestra Voz," "Et cetera," and "Adelante" (see Appendix B). He worked with the Parent Advisory Committee to prepare special

FIGURE 1

Project CABES Organization



Direct Supervision

Communication and Collaboration

policies for improving conditions for CABES parents and students and for the project as a whole. He gave general orientation workshops to help parents relate better to Seward Park's administrators, teachers, students, and CABES. He also coordinated special activities for parents, including E.S.L. classes, cultural activities, and survival skills workshops. In addition, he translated school documents for parent and community use.

Of the three educational assistants, one served as office aide and secretary. The others tutored students individually and in small groups, and assisted teachers in the classroom as translators, proctors, and tutors.

The paraprofessional staff was made up of project graduates: this is commendable because it offered alumni and students an opportunity to acquire work experience while providing project students with positive role models.

The project's tutorial learning center, stocked with special materials, was highly valued by both project teachers and students, it was also used by tax-levy teachers.

II. STUDENT CHARACTERISTICS

Of the 1,690 students of Hispanic origin, the project served 279 (16.5 percent) students who were of limited proficiency in English. All students who scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and higher on the Spanish LAB were candidates for CABES. Most students in the project (68 percent) were new or recent arrivals from the Dominican Republic. Ninety-five percent were members of low-income families, and most students participated in the school's free lunch program.

TABLE 1

Project Students by Country of Origin

Country	Number of Students	Percent
Dominican Republic	185	68
Puerto Rico	41	15
Ecuador	18	7
Other Central and South America (country unspecified)	27	10
TOTAL	271*	100

*Data were not available for eight students.

- Sixty-eight percent of the students were born in the Dominican Republic.

Most (81 percent) of the students were in the ninth and tenth grades, and 78 percent were overage for their grade placement (see Table 2). Many entered school in their native countries after the age of six, and some had never gone to school before coming to the United States.

TABLE 2

Number of Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	4	1	0	0	5
15	4	11	0	0	15
16	26	19	4	0	49
17	35	38	13	1	87
18	30	25	12	3	70
19	9	14	7	4	34
20	5	0	2	4	11
21	1	1	1	1	4
TOTAL	114	109	39	13	275*

Note. Shaded areas indicate expected age range for grade.
*Data were missing for four students.

Overage Students					
Number	106	78	22	9	215
Percent	93	72	56	69	78

- Three-quarters of the project students were overage for their grade placement.
- Grade nine had the highest percentage (93) of overage students.

III. FINDINGS

Information in this section relates to objectives contained in the project's 1985-86 proposal as accepted by the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education. Findings are based on standardized test results, on-site observations, examination of project records and materials, and interviews with project personnel and school administrators.

INSTRUCTIONAL OBJECTIVES

English as a Second Language

The objectives proposed for E.S.L. instruction included the following:

- As a result of participating in the program, students at the elementary and intermediate levels of E.S.L. will master an average of one objective per month as measured by pre- and post-assessment with Levels 1 and 2 of the Criterion Referenced English Syntax Test (CREST).

Twenty-nine E.S.L. classes, ranging from elementary to advanced, were offered during the spring (see Table 3) at Seward Park High School. Elementary E.S.L. students took E.S.L. I and II (two periods each) in conjunction with reading communication arts (R.C.A.) I and II, while intermediate students took E.S.L. III and IV together with R.C.A. III and IV.

Special E.S.L. native language arts (N.L.A.) courses were provided for students who had never attended school before or who had very limited educational experience. In these courses, students learned literacy skills through repetition drills, poems, and grammatical jingles. Prereading and prewriting skills were practiced through the use of experience charts that stemmed from the students' community and school experiences.

TABLE 3

Instruction in E.S.L. Reading and Writing, Spring 1986

Course	Total No. Of Classes	Periods Per Day (45 min)	Total Register*
E.S.L. I	6	2	108
E.S.L. II	7	2	147
E.S.L. III	8	1	166
E.S.L. IV	8	1	183
Reading Communication Arts I	4	1	121
Reading Communication Arts II	6	1	173
Reading Communication Arts III	5	1	159
Reading Communication Arts IV	5	1	154
Native Language Arts: E.S.L.	1	2	21
Native Language Arts: R.C.A.	1	1	21
Writing Improvement I	6	1	134
Writing Improvement II	5	1	110

*Includes Project CABES students and students in a Chinese/ English bilingual program.

An E.S.L. I class was observed. The aim of this lesson was to teach specialized vocabulary about different types of workplaces. All instructions, questions, answers, praise, and reinforcement were given in English. This was a necessity because the class was ethnically mixed (Chinese and Spanish). The instructor used visual aids to present the vocabulary items, and the students then were asked to use the words in sentences. As a final activity, the instructor asked questions, using the visual aids as points of departure, and the students answered them. Twenty students out of the 28 enrolled were present.

A second objective of the E.S.L. instruction was the following:

-- As a result of participating in the program, students at the advanced level of E.S.L. will master an average of 0.5 objectives per month as measured by pre- and post-assessment with Level 3 of the CREST.

Advanced E.S.L. was an important component of Project CABES, since one of its main goals was to mainstream students as soon as possible. Advanced students received daily instruction that included one period of E.S.L., one period of regular English for E.S.L. students (English 47), and one period of writing improvement. In English 47, emphasis was placed on drama, speech, reading, and creative writing.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the E.S.L. instructional objectives was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings. Since test dates were not provided in the fall semester, an estimated average of three months between testings was used.

Table 4 presents the test results for students who were pretested and posttested with the same level. Examination of Table 4 reveals that the program objectives were surpassed both semesters. At Levels 1 and 2, program students acquired an average of two CREST objectives per month of instruction in the fall, and 1.7 CREST objectives per month in the spring. Students at Level 3 achieved 1.0 and 0.9 CREST objectives per month in the fall and spring, respectively.

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	80	5.4	5.2	11.4	6.5	6.0	3.9	2.0
2	49	8.5	5.6	14.6	5.9	6.0	4.3	2.0
3	30	8.4	3.5	11.4	3.2	3.0	2.3	1.0
TOTAL	159	7.0	5.2	12.3	6.0	5.4	4.0	1.8
				SPRING				
1	76	8.0	6.7	12.5	7.4	4.5	3.0	1.6
2	42	9.2	6.0	15.0	6.3	5.8	3.7	2.1
3	41	6.5	3.7	9.0	3.4	2.5	1.9	0.9
TOTAL	159	8.0	5.9	12.3	6.6	4.3	3.2	1.6

- The program objectives for mastery of CREST skills were achieved both semesters.

Native Language Arts

The object of N.L.A. instruction was the following:

-- As a result of participating in the program, students will show statistically significant gains (p=.05) as measured by pre- and post-assessments with appropriate levels of La Prueba de Lectura.

Six Spanish classes ranging from intermediate to pre-college Regents' courses were offered during the fall and spring terms. They met five periods a week and had an average register of 35 students.

Advanced Spanish classes sought to teach reading, writing, and conversational skills. Responses were elicited through questions that tested vocabulary, general comprehension, inference, character analysis, and critical thinking. Reading, both silently and aloud, was practiced. Written exercises were assigned as a means to integrate all the above-mentioned skills.

Three intensive literacy courses were offered during the fall and spring terms. They met five periods a week and had an average register of 22 students. Spanish literacy skills were emphasized to make students' native-language knowledge marketable in the world of work.

An advanced Spanish literature course was offered in both the fall and spring terms. The outstanding feature of this course was several units based on the Spanish masterpiece Don Quijote de la Mancha. These units had been prepared by the project director during her participation in a 1985 summer workshop (fellowship) at City University. Through these units, 47 students were exposed to one of the masterpieces of Spanish literature. The students in this course produced a newsletter based on their impressions of Don Quijote (see Appendix C).

Native Language Achievement

Pretest and posttest data were not provided to assess the proposed objective in this area. However, students' passing rates on teacher-made instruments were used as an indicator of native language achievement. Of 174 students enrolled in native language courses in the fall, 88 percent received a passing grade. Of 153 students enrolled in these courses in the spring, 95 percent received a passing grade. These are high achievement rates, particularly when compared with native language performance at other high school bilingual programs serving Hispanic students.

Content Areas

The objective for content-area instruction was as follows:

-- As a result of participating in the program, 70 percent of the students will achieve a passing grade of at least 65 percent in mathematics and science on teacher-made final examinations.

Mathematics and science offerings included pre-algebra 1 and 2, computer math 1 and 2, fundamentals of math, general science 1 and 2, and biology 1 and 2.

Fundamentals of math was offered to students with limited educational experiences in their native countries who needed elementary concepts that would help them meet high school curricular demands. Computer math was offered to students who had demonstrated progress by passing lower-level math requirements.

A fundamentals of math class that was observed had 24 students present out of the 27 enrolled. The aim of the lesson was to copy a multiplication chart that had been written on the blackboard. All of the students participated in this activity seriously and attentively. They used either English or Spanish, as preferred, when they asked questions or made

comments. It was clear that the students in this class had not yet achieved English fluency; they used primarily isolated words or phrases. A paraprofessional was present to provide individualized help to students who required it.

Student Achievement in Content-Area Subjects

Table 5 presents the passing rates for program students in mathematics and science courses each semester. A weighted average for the year was also computed.

Examination of Table 5 reveals that the program objective was partially achieved. Overall, students met the 70 percent passing rate in science courses both terms and in mathematics during the spring, but failed to reach the criterion in mathematics in the fall. However, passing rates in mathematics were higher in the spring (69 percent) than in the fall (49 percent). These passing rates are considerably higher than students' overall achievement in the same subject areas the previous academic year (37 and 50 percent passing in math and science, respectively).

TABLE 5

Students' Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	191	49.2	173	69.4	58.8
Science	70	84.3	69	66.7	75.7
TOTAL		58.6		68.6	63.4

- Overall, students met the 70 percent passing criterion in science.
- Students' passing rates in math were considerably higher in the spring than in the fall.

Career Advancement

In the area of career advancement, the project had four major objectives. The first was:

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher on teacher-made examinations in typing speed and accuracy, punctuation, grammar, and vocabulary.

According to CABES records, 105 students took typing 1, and 84 took typing 2.

A typing 1 class was observed. Twelve students were present out of a register of 20. Although the class was reportedly bilingual, it was conducted completely in English by a monolingual instructor. The aim of the lesson was to practice the use of the index finger and the small finger of both hands. The instructor seemed to be speaking too quickly for the students' level of English and some appeared angry and frustrated. By the end of the lesson some had given up and had stopped participating in the activity. It also appeared that there were not enough materials for every student in the classroom. It was reported that program supplies left over from the previous year and intended for program use at the beginning of 1985 had been used by the summer programs that had been held at the school. Since new supplies had not yet arrived, CABES was short of supplies.

The second objective in career advancement was:

-- Seventy percent of the students will achieve a passing grade of 65 or higher in Bilingual Employability Skills on teacher-made final examinations in labor history, labor laws, how to read the classified ads, how to complete a job application, how to write a resume and a cover letter, how to conduct themselves at a job interview, and what skills to acquire after being hired.

CABES records showed that 124 students took bilingual job skills 1 and 2 during the fall and spring terms.

A job skills 1 class in Spanish was observed. Fifteen of the 17 students enrolled were present. During this class, college entrance requirements for the New York City area were discussed in Spanish. Other colleges outside this area and their academic options and requirements were also presented by the teacher. The students participated eagerly and seemed to be very interested in learning about the college admissions process.

A computer literacy class was also observed. This class was funded by the Training in Occupations and Language for Limited English Proficiency Students program. It was conducted in English with paraprofessional help. Two students worked at each computer on simple problems. Most students were successful in their efforts and this seemed to excite them enormously. The instructor said she was satisfied with the progress of the entire class. Fifteen students were present.

The third career-advancement objective was:

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in Bilingual Career Workshops on teacher-made final exams in specific skills needed for each of the five career areas: health care, import/export, travel, industry, bilingual banking, translating, and interpreting.

According to the project director and the bilingual guidance counselor, these workshops were offered within the job skills 1 and 2 courses. The bilingual guidance counselor and project staff members offered workshops on vocational opportunities and the preparation required for each one.

This year, students in job skills 1 and 2 published ET CETERA, a vocationally-oriented newsletter. Students contributed short articles on

their personal perceptions of the world of work and how to enter it successfully as new high school graduates.

The fourth objective was:

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual word processing on teacher-made final examinations in the area of producing, storing, recalling, and duplicating material on the IBM electronic typewriter.

Program records showed that 44 students took bilingual word processing 1 during the fall and spring terms. In a class that was observed by a member of the evaluation team, 16 students were present out of an enrollment of 20. The lesson was a review of typing skills. Students were expected to type 25 words per minute for five minutes with a maximum of three errors. Each student had a typewriter which was in relatively good working order. The class was conducted in English by a monolingual English-speaking teacher. Although some of the students seemed not to understand what they were doing, the majority seemed interested in the class content. Students who were bilingual tried to help those who had not yet achieved proficiency in English.

This year, the project director decided that, for enrichment purposes, some of the students should participate in two optional courses: jewelry making and woodworking. A member of the evaluation team observed these two classes. Thirty-six out of 38 students were present in the classes. They were working on copper costume jewelry and wooden jewelry boxes. They easily and respectfully followed instructions given in English. Those who did not fully understand the teacher's instructions were helped by their peers. The rationale for these courses was that students would be motivated by them to regularly attend school. As evidenced by their overall attendance rate, the courses were a success.

Student Achievement in the Career Advancement Sequence

Examination of Table 6 reveals that the program objectives of a 70 percent passing rate in these subjects were met. The highest rate (93 percent passing) was achieved in bilingual job skills 1.

TABLE 6

Passing Rates for Courses in the Career Advancement Sequence

	FALL		SPRING		TOTAL
Course	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Typing	82	89.0	57	77.2	84.2
Job Skills 1	31	87.1	56	92.8	90.8
Word Processing	29	86.2	21	80.9	84.0

- The program objective of achieving a 70 percent passing rate was surpassed in all areas both semesters.

NON-INSTRUCTIONAL OBJECTIVES

Staff Training

The four objectives in the area of staff training were as follows:

-- By June 1985, 80 percent of Project CABES personnel will have participated in staff development activities and in-service training offered by the project director and other resource specialists in the area of bilingual career education and word processing.

-- Fifty percent of the staff will have completed a minimum of six credits toward a masters degree or professional diploma in administration and supervision, bilingual education, or a related field.

-- Fifty percent of the educational assistants will have completed a minimum of six credits toward a bachelor's degree or training in a field related to the education of LEP students.

-- One hundred percent of the professional staff will have attended at least two local, regional, or national conferences, meetings, and workshops in the fields of bilingual education, bilingual career education, word processing, and educational evaluation.

Project staff members attended monthly departmental meetings covering such topics as language acquisition, reading skills, and integration of E.S.L. skills in the content areas.

All members of the professional and paraprofessional staff attended departmental meetings once a month. In addition, they participated in school workshops on language teaching, disciplinary procedures, and native language instruction for students with low literacy skills. They also participated in sessions on how to teach students to dress appropriately for work and on the problem of rape in urban settings.

One member of the professional staff attended two university courses that were indirectly related to the project's curriculum and activities. She has earned credits toward a doctorate in a field related to language maintenance.

Three members of the paraprofessional staff attended college courses and completed 15 credits toward bachelor's degrees in the fields of education and linguistics; one took a computer course aimed at developing proficiency in data collection. It was expected that this would facilitate the compilation of program data for the program's final evaluation report.

The project director, curriculum specialist, and resource specialist attended two seminars on teacher-training, an E.S.E.A. management workshop, the National TESOL Conference, a roundtable on community language and the classroom, and a hands-on workshop on the IBM word processor. They also participated in in-service sessions on culture and second-language acquisition. The staff training objectives were largely met in 1985-86.

Parental Involvement

These were the objectives of the project in the area of parental involvement:

-- By June, 25 percent of the Hispanic parents of LEP students in the bilingual program will have participated in program and school meetings and functions designed to involve them in their children's education.

-- At least 40 percent of the parents will have participated with their children in Project CABES cultural enrichment activities.

-- At least 30 parents will have participated in adult E.S.L. classes and/or survival skills workshops offered by Project CABES.

-- Parents will have received two issues of the project newsletter informing them of program accomplishments and student progress.

About 31 parents were reportedly involved in the activities of the parents' advisory committee and were actively interested in the decisions that affected their children and the program. Their efforts were closely followed and coordinated by the resource specialist, who served as their advisor.

Four parental meetings were held in 1985-86. Topics discussed included the goals and objectives of Project CABES, new requirements for high school graduates, the importance of parental support in the educational process, the Parents Advisory Committee, public services in New York City, the English and Spanish G.E.D. tests, and the project's aims and plans for next year. Parental participation was so successful (attendance this year was 44 parents), that the project staff was consulted by school personnel on the techniques used to attract so many parents.

The main cultural activities were the Latin American Club and its Latin American Festival. Parents of Hispanic students made costumes for this show and prepared a dinner for school personnel that included dishes from their native countries. In addition to these activities, project parents were taken by the resource specialist to see a Spanish-language production of a play by Federico Garcia Lorca. The project also offered an adult conversational E.S.L. course.

The resource specialist, who coordinated and conducted these activities, said that he wrote, telephoned, or visited almost every project family in an effort to recruit parents. He felt that he had been more successful than in the previous year. A newsletter was released in the spring that informed parents about activities the project was offering their children, the results of these activities, and plans for 1986-87. This newsletter went not only to parents but also to friends in the community, students, and school staff members.

Attendance, Dropouts, Suspensions, and Extracurricular Activities

-- Students in the project would have a rate of attendance at least equal to that of mainstream students, dropout and suspension rates no greater than those of mainstream students, and a rate of participation in extracurricular activities at least equal to that of mainstream students.

According to project personnel, CABES students who had problems outside of school could go to the school's bilingual guidance counselor, who could then refer them to an appropriate social-work agency. Their academic needs were attended to by peer- or teacher-tutors provided by the project. They could borrow reading materials from the bilingual reading center. Through the project and other school activities, they went on trips to parks, museums, theaters, and businesses. In short, because they led a relatively full life as a result of the project and other school activities, dropping out would create a vacuum in their lives.

Prospective dropouts were identified by the end of the fall semester. The resource specialist provided them with practice classes on taking the G.E.D. from 2:30 p.m. to 5 p.m. several times a week. These practice sessions were designed to ensure that these students obtained a diploma before leaving school. Six students out of 250 had been identified by the year's end. The students targeted for this treatment were chronic absentees, students with acute family and social problems, students with acute English language difficulties, students who had demonstrated that they could not cope with the SAT tests, or students who for one reason or another preferred to obtain their diplomas through the G.E.D. route. If students were outstanding learners, they first got intensive counseling in order to convince them that it would be better to obtain a traditional academic diploma.

A great deal of attention was given to students' problems. The guidance counselor checked on behavior problems, conferred with teachers and students, wrote to parents, and conducted workshops on classroom behavior for students who needed them. As a result, CABES had very few disciplinary problems; the students were courteous, respectful, helpful, and eager to please teachers and project staff.

In addition to the Latin American Festival, cultural and extracurricular activities included meetings of the Latin American Club (two times per month), peer- and teacher-tutoring (during free time and after school hours), guitar lessons in collaboration with the music department, and special training on play-writing, scenery, stage lighting, sound, acting, and other theatrical techniques (see Appendix D).

Student Attendance, Dropout, and Suspension Rates

The statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what could be expected by chance variation.

The attendance rate for program students was 92.7 percent, approximately 12 percentage points above the schoolwide attendance rate (81.1 percent). The z-test results ($z=4.68$) indicated that the difference in attendance rates is statistically significant ($p<.05$). The program objective was achieved.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics, Scott, Foresman and Company, 1968.

By the end of the academic year, 93 (33.3 percent) students had left the program (see Table 7.) Of these students, 64 (22.9 percent) dropped out for job-related, family-related, or unknown reasons.

Students in the program had a dropout rate of 22.9 percent, or approximately 10 percentage points above the mainstream students. The difference was statistically significant. Thus, the program objective was not achieved in this area.

TABLE 7

Number of Students Leaving the Program

Reason for Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Discharged or transferred to alternative program/transferred to another school	7	5	3	0	15
Graduated	1	1	0	5	7
Left U.S.A.	6	1	0	0	7
Dropout (Job)	4	2	1	1	8
Dropout (other)	1	2	2	1	6
Dropout (Reason Unknown)	30	13	7	0	50
TOTAL	49	24	13	7	93

- Of the 93 students who left the program, 64 students dropped out.
- Ninth grade had the highest number of dropouts.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project CABES at Seward Park High School, a school with a history of strong bilingual programs, was found to be operating in accordance with Title VII E.S.E.A. guidelines and the project's own proposal. The school administration and project administrative staff were fully committed to the project. The program staff had full understanding of the project's guidelines, goals, and objectives. In 1985-86, Project CABES showed considerable progress, meeting most of its objectives. The project's bilingual teachers and paraprofessionals appeared to work with the students with ease, concern, and dedication.

Cultural activities gave the project students a positive self-image and fostered pride in their native origins. They also sensitized the school's mainstream community to Hispanic cultures.

project staff made great efforts to establish contact with and offer services to students' parents.

The new project director made the project prestigious and garnered the full support of the school administration and other school personnel.

In the instructional areas, objectives were met in E.S.L., science, and the career advancement sequence. The objective was not achieved in mathematics due to poor academic performance in the fall term. Although an examination of the results of teacher-made tests in native language arts revealed high passing rates both semesters, test data were not provided to assess student achievement in this area. Non-instructional objectives were largely met in the areas of staff training and attendance. Efforts made to involve parents were especially noteworthy.

RECOMMENDATIONS

The following recommendations are offered for project improvement:

If resources in an already crowded building permit (180 percent of capacity), the school administration should allocate more space to the project. The present office was meant to house no more than two or three persons at a time, yet as many as nine persons were observed working in the room together.

Typing and word-processing skills should be taught bilingually so as to enhance bilingual skills that can be of use to students when they enter the job market. These skills are highly beneficial in international marketing, international banking, and import-export houses. Learning to use a Spanish/English typewriter is one example of what could be taught.

V. APPENDICES

APPENDIX A

Word Processing/Procesor de palabra

Unit One / Unidad Uno

LESSON I.
Day 1

Topic: The Origen of Word Processing / El origen del procesor de palabra.

Aim: How did word processing evolve? / ¿Cómo evolucionó el procesor de palabra?

Materials: Word/Information Processing Concepts, South-Western Publishing Co., 2d.edition, 1984, by Mona Casady.

I.O: 1. Students will be able to learn about the evolution of word processing.

2. Students will be able to learn the related, basic vocabulary in English and Spanish.

Do Now: Copy the following terms (Copien los siguientes términos):

word processing - procesor de palabra
office workers - empleados de oficina
office machines - máquinas de oficina
sophisticated - refinado, elaborado
automated system - sistema automatizado
information processing - procesor de información
electric typewriter - máquina de escribir eléctrica
calculator - calculador
dictation equipment - equipo para dictado

DEVELOPMENT:

1..What is word processing?

.. It is a means of getting ideas into words, words onto paper or another medium, then, forwarded to the right person.

2. Why is it called an automated office system?

It uses sophistacated machines and other medium in order to more efficiently produce the required work.

3. When did the the proper automated word processing began to evolve?

Because of the need of efficience and increased amount of work that secretaries could no longer handle in the traditional way, manegement began to install sophisticated equipment in the 1970s to improve a word processing procedure.

EXERCISES (Ejercicios):

1. Using electric typewriter, students will practice typing a full-block letter style. (Empleando las máquinas de escribir eléctricas, los estudiantes practicarán escribiendo cartas de estilo bloque-completo)

2. Complete each sentence in Spanish with the correct word from "Do Now". (Completen cada oración con la palabra correcta de "Do Now").

   a) Hoy en día, en el procesamiento de palabra se usan máquinas muy .....

   b) El ..... de palabra es un proceso de elaborar ideas en palabras escritas en papel u otros medios.

   c) La máquina ..... es un aparato veloz que utiliza la electricidad para funcionar.

   d) Los(as) secretarios(as) son empleados(as) de .....

   e) Los empleados de oficina hoy en día usan un sistema .....

Exercise 2, answer key for a non-Spanish speaking intructor:
a) refinados
b) procesor
c) eléctrica
d) oficina
e) automatizado

HOMEWORK (Tarea):

Read the textbook Word/Information Processing Concepts, pp.1-4. Translate the followin terms into Spanish, and complete each sentence with a correct word.

For students	For instructor
manual method	método manual
mechanical method	método mecánico
automated method	método automatizado
electronic method	metodo electrónico

(Lean el texto Word/Information Processing Concepts, páginas 1 - 4. Traduzcan los siguientes términos y completen las oraciones debajo con las palabras correctas traducidas)

1. Las máquinas de escribir programadas que utilizaban cinta de de papel pertenecían al método.....
2. Se llama método ..... cuando se usa el manuscrito o la taquigrafía.
3. Se dice que se usa el método ..... cuando se usa la máquide escribir.
4. En el método electrónico, con la máquina IBM, se empezó a utilizar cinta .....
5. Los modelos de equipos de procesores de palabra MT/ST se llaman ahora procesores de palabra o editores de .....

HOMEWORK answer-key for instructor:

1. automatizado
2. manual
3. mecánico
4. magnética
5. texto

LESSON 2

DAY 2

Topic: Office Practices / Prácticas de oficina.

Aim: Why is it important to learn about an office management procedure? / ¿Por qué es importante saber sobre el proceso de la administración de una oficina?

I. O: 1. Students will be able to learn about types of work done in an office.

2. Students will learn related vocabulary and job titles used in an office.

Do Now: Copy the following terms (Copien los siguientes términos):

playback	reproducción
text-editing typewriter	máquinas de escribir editores
text editors	editores de texto
word procesors	procesores de palabra
white-collar worker	oficinista
revisions	revisiones
repetitive letter	carta repetitiva
clerical worker	empleado de oficina

Development:

1. Why have businesses restructured their office systems and practices?

a) because of the complexity and large amount of work involved.

2. What is the reason that companies have become overwhelmed by such a large amount of work?

a) production, storage, and transfers of products have grown enormously

b) a large network of information has increased

c) procedures and practices in handling production and information have become complex

d) population increased; government expanded

e) thus, amount of work and management have grown

2: How does the cost of operating an office work affect the business?

a) represents almost half of the company's operating costs
b) labor is one of the major factors
c) managers, executives and other specialized professionals also represent a major cost
d) building and rental costs and high inflation and equipment

EXERCISES (Ejercicios)

1. Using electric typewriters, students will practice typing a paragraph for speed and accuracy. (Los estudiantes escribirán en máquina eléctrica para mejorar su velocidad y precisión)

2. On each dash, write the word in Spanish whose meaning is on the right side. (En la raya provista, escriban la palabra en español cuya definición esta en el lado derecho).

   a) _____ es hacer cambios en un documento.

   b) _____ cartas que no cambian de forma.

   c) _____ un empleado que trabaja en oficina.

   d) _____ aparatos que se llaman también editores de texto.

   e) _____ reproducir la informacion grabada.

Answer key to the Exercise 2 questions:

a) revision
b) carta repetitiva
c) oficinista
d) procesores de palabra
e) reproducción

HOMEWORK (Tarea)

Prepare a handwritten comercial letter in English or Spanish addresses to the Macy's claiming a typewriter you ordered by mail, but never received it. Use a full-block letter style to be typed in class. (Prepare una carta comercial manuscrita en inglés o español dirigida a Macy's reclamando sobre una máquina de escribir que pidió usted, pero que nunca le entregaron. La carta debe ser en estilo bloque-completo, para ser mecanografiada en la clase).

Seward Park High School

Dr. Noel N. Kriftcher

Principal

NUESTRA VOZ

Spanish Bilingual Program

M. Carbonara
Director

Edited by A. Muñoz
Assistants: Ruth Burneo
Anna Collado

Typed by Millie Román
Gilberto Escalona
Luis Medina
Nancy Rodriguez

Seward Park High School

Dr. Noel N. Kriftcher, Principal

Project CABES
350 Grand Street – New York, N. Y. 10002
Telephone: 674-7000

MESSAGE FROM OUR PRINCIPAL

Dear Parents and Students:

Our bilingual program tries to prepare you for career opportunities, whether or not you continue on to college after high school. We recognize that without the ability to speak and write English, you will be limited since English is the official language of this country (and the language of commerce throughout much of the rest of the world). However, we are also committed to providing you with the kind of cultural program which celebrates the nation in which you were born and the language you speak.

To live in both worlds successfully you must put forth the effort to learn English by speaking your new language as often as you can. We know that it is difficult, and often frustrating, to learn to think in another language once you reach your teen years, but unless you do this you are consigning youself to living and working in a small segment of the world.

Bilingual skills are much in demand in this international city. We're giving you the opportunity to succeed in mastering a second language and learning a second culture. Only you can seize the opportunity, however, and study hard enough to become an attractive candidate for the job market. Don't let yourself down!

Cordially,
Principal

MENSAJE DEL DIRECTOR

Queridos Padres y Estudiantes:

Nuestro programa bilingüe trata de prepararles para adquirir oportunidades a través de carreras, tengan o no que continuar sus estudios universitarios después de terminar la secundaria.

Hay que reconocer que la dificultad de hablar y escribir el inglés es una barrera por cuanto que este es el idioma oficial de este país, como también es el idioma de uso comercial en la mayor parte del mundo. Con todo, tenemos el cometido de ofrecerles los tipos de programas culturales que resaltan sus nacionalidades y sus lenguas maternas.

Para poder vivir con éxito en ambos mundos, deben ustedes esforzarse en aprender el inglés hablándolo constantemente. Es cierto que es difícil y desalentador tener que aprender y pensar en un nuevo idioma una vez que uno ha alcanzado la adolescencia, pero si uno no se esfuerza en vencer los obstáculos, uno está destinado a vivir y trabajar en una porción minúscula del mundo.

La habilidad del bilingüe es muy cotizada en esta ciudad internacional. Les ofrecemos a ustedes la oportunidad de capacitarse en el dominio de un segundo idioma y una nueva cultura. Sin embargo, enteramente ustedes solos pueden atrapar esa oportunidad y estudiar con ahinco para hacerse candidatos codiciados en el campo del trabajo.

¡Nunca se menosprecien!

Cordialmente,
Director

Seward Park High School

Dr. Noel N. Kriftcher, Principal

Project CABES
350 Grand Street – New York, N. Y. 10002
Telephone: 674-7000

MESSAGE FROM OUR DIRECTOR

The United States of America has traditionally welcomed immigrants from around the globe. We have offered them an opportunity to start a new life without fear of religious and political persecution. They enter our shores with the hope of finding better jobs, good educational opportunities for their children, safer and a more friendly environment for their family and the start of a new generation of men and women in a better world. It is with these things in mind that the bilingual program in Seward Park High School, situated on the famous Lower East Side, the traditional melting pot of all ethnic groups, offer a humane, constructive program for our children. If we want our young people to become responsible citizens, we must lay the foundation now.

Children who grow up speaking two languages display cognitive abilities and are more sophisticated in their understanding of language. It has been proven that the more a child knows in both languages the greater his intelllectual advantage in both verbal and nonverbal such as reading and logic. The enhanced abilities of these children shows that the mind benefits from diversity of experience. We should cultivate bilingualism as a national resource.

The Spanish Bilingual Program will continue to be of great assistance to Seward Park, the classroom and the community.

ADELANTE!
Marisa Carbonara
Project Director

MENSAJE DE LA DIRECTORA

Los Estados Unidos han acogido tradicionalmente a todos los imigrantes del mundo entero. Les hemos ofrecido la oportunidad de empezar una nueva vida sin temor a las persecusiones políticas o religiosas. Ingresan por nuestras fronteras con la esperanza de hallar mejores ocupaciones, buenas oportunidades educativas para sus hijos, un ambiente seguro y amistoso para sus familias y el comienzo de una nueva generación de hombres y mujeres en un mundo mejor. Es con esta profunda convicción que el programa bilingüe en Seward Park High School, ubicada en la famosa Loisaida (Lower East Side), el crisol tradicional de todos los grupos étnicos, ofrece un programa muy humano y constructivo para nuestros niños. Si esperamos que nuestros jóvenes se hagan ciudadanos responsables, debemos establecer el cimiento ahora.

Los niños que se desarrollan hablando dos idiomas, demuestran habilidades cognitivas y resultan ser prolíficos en su conocimiento del lenguaje. Está probado que cuanto más conocimiento posee el niño en ambos idiomas, mayor será su ventaja intelectual tanto en lo verbal o no verbal tal como en la lectura y la lógica. El realce de habilidades de estos niños demuestra que la mente se beneficia de la diversidad de experiencias. Debemos de cultivar el bilingüismo como un recurso nacional.

El Programa bilingüe seguirá siendo una gran ayuda a Seward Park, al aula y a la comunidad.

ADELANTE!
Marisa Carbonara
Directora del Programa Bilingüe

WHY MUST WE VOTE

It is important to vote in the elections, because with that vote we are electing the leader who will lead and take care of our interests. If one does not vote, one has no right to criticize or demand anything for a bad administration of a government. It is an important obligation to vote in our lives because of its meaning to the people.

Edward Mercado

En un país democrático es importante votar en las elecciones, porque, como lo dice el nombre, es democrático. Democracia quiere decir que todos tienen el derecho a elegir por su propio deseo a quien prefiere.

Las elecciones democráticas son hechas por el pueblo de acuerdo a su voluntad. El deseo del pueblo es absoluto y soberano.

Las elecciones democráticas hacen a un pueblo más valeroso. La gente aprende amar a su pueblo, porque el ser humano aprecia la libertad. Democracia es libertad.

Yomary Tolentino

Es importante votar en un país democrático porque es una de las diferentes formas que cada ciudadano puede demostrar su derecho a expresar sus ideas eligiendo a una persona capacitada para ayudarnos a resolver nuestros problemas, especialmente cuando se trata de un presidente que en realidad demuestre su deseo de ayudar a los ciudadanos.

Es también importante votar en las elecciones, porque así, la mayoría de los ciudadanos expresa su sentido de unanimidad. De esa manera las cosas se realizan con mucho más éxito.

María Rodríguez

Es importante votar
necesario para coser
disfrutamos. Si no
callados y no dar nu
que nos importa a to
derecho de votar y t
seguir siendo el pa
envidiable del mund
voten, es como permi
opinen por nosotros.
automáticamente el d
nosotros porque no h
legislador.

Si quieres tener el
demás ciudadanos de
por ti mismo.

STUDENTS' CONTRIBUTION

When I arrived in this country, my thoughts were confusing. All of a sudden, I found myself being a part of a new family where everyone was strange to me, except my father. Also my feelings became new. I had left behind all my beloved ones, and had to start learning how to love others with whom I would had to share my life from now on.

The environment, the country, its culture and people were also things I would had to cope with. Everything was different from that of my own. Even the language was different; a great barrier I must surmount. I resolved to better attend school in order to learn the language. I knew that I had to make a great deal of effort and persevere in order to achieve my goal.

I have now overcome the basic obstacles. My aim is to pursue a higher eduction. With this, I shall have achieved my irrepressible aspirations.

My advice to the youth like me is that they have a genuine confidence in themselves, that they set their own goals to meet, that they finish what is began. They must also remember that only by attaining a good endeavor will their future be a successful and a happy one.

And bear in mind: If you persevere, your dreams will come true.

Gilberto Escalona, Class '86

CONTRIBUCION

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MESSAGE FROM FOREIGN LANGUAGE AND ESL DEPT. CHAIRMAN

To our students of ESL:

It is always a pleasure to visit the ESL classes and to observe the progress of students who work industriously to learn the English language. Learning a language is not easy. Admirals and generals have been known to break down and cry over the frustrations that result from being obliged to listen to strange sounds for prolonged periods of time, and from their inability to communicate in another language.

English is the official language of the United States of America. We love Chinese, Spanish, Bangladesh, and whatever language you may speak. But your success and your happiness will be dependent, in great measure, on the communication skills you develop in English. Almost all observers who are knowledgeable about employers' desires, and the careers that are interesting, challenging, and well-paid agree on the following: employers want those who work for them to be able to understand, speak, read and write English <u>well</u>. Your teachers share the same desire.

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A nuestros alumnos de ESL:

Es siempre un placer visitar las clases de ESL (inglés como segundo idioma) para observar el progreso de los estudiantes que trabajan con interés para aprender el idioma inglés. El aprendizaje de un idioma no es fácil. Se sabe que almirantes y generales se han desmayado y llorado con la frustración que resultaba de ser obligados a escuchar sonidos extraños por espacio de tiempo prolongado, como también por su falta de capacidad de comunicarse en otra lengua.

El inglés es el idioma oficial de los Estados Unidos de Norteamérica. Nos agradan el idioma chino, español, bangladesh o cualquier otro idioma que ustedes hablen. Pero el éxito y la felicidad suyas dependerán en gran medida de la capacidad de comunciación que desarrollen en el inglés. Casi todos los observadores muy informados sobre las exigencias de los empleadores y, las profesiones que son interesantes, de desafío y bien pagados, están de acuerdo en lo siguiente: los empleadores exigen que su personal entienda, hable, lea y escriba <u>bien</u> el inglés. Los maestros suyos comparten el mismo deseo.

Paul Siegel, Chairman
Foreign Language Dept. & ESL

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C O N T R I B U T I O N

DREAMS

It is the slow awakening
In the silent wilderness,
Behind the somber nights
I must always remember.

It is the music of dreams
That touched the walls of tomorrows,
In the middle of silent nights,
I must always remember.

My tomorrows are still behind,
My yesterdays are always ahead.
I follow the uncertain paths
To find my light in the distance.

Try not to bury the dreams
Behind the walls of yesterday.
The twilight has not arrived
Between the nights and days.

Vivian Rodríguez

VIAJERO

En la ruta del camino,
antes de la madrugada,
de las nocturnas estrellas
los pétalos busqué.

Al borde de la noche
el sueño pasado dejé.
Del sol a la salida
el fin del camino alcancé.

Los pétalos que buscaba
cristales rotos eran.
Al borde del camino
rocíos de la mañana fueron.

Caminante de blancas espumas,
de sombras dolientes,
mira a través de los vientos
de tus lágrimas la sonrisa.

Ruth Burneo

POR QUE DEBEMOS VOTAR

It is important to vote in the elections, because each candidate represents part or the whole of the country. One ought to do the same in the primaries as well as in the general elections to elect the president of the country. Whoever may result elected will watch over the sovereignity and well being of the people.

Ruth Burneo

Es importante votar en las elecciones de un país democrático, porque por medio del voto la gente expresa su voluntad. Las elecciones son como el pensamiento de un loco, por cuanto el pensamiento de un loco es libre. En un pueblo, esta libertad es lograda por medio del voto. El salir a votar es algo que todo el mundo debe hacerlo. De esa manera el pueblo demuestra su fuerza de voluntad. Mi opinión es que unas elecciones proclaman el deseo del pueblo para decidir su destino libremente. El voto aclara y da mayor deseo de servir a su país; por medio de él, las elecciones se hacen más democráticas. En cualquier país donde el votante sale a votar en las elecciones, está expresando sus ideales.

Democracia se necesita, ahora!

Carlos Hernández

las elecciones porque es
la democracia de la que
amos es como quedarnos
ras opiniones en algo
. Se nos ha dado el
nos que ejercerlo para
ls democrático y
Si dejamos que sólo otros
les que ellos piensen y
l no votar, perdemos
cho de pedir algo para
s elegido al presidente o al

no derecho y lugar que los
ración, vota, elige y piensa

ie Rosario

Un gobierno democrático es el que se funda en la soberanía popular y se constituye por elección libre de todos los ciudadanos.

Sufragar o votar es el derecho que tiene todo ciudadano de participar en las elecciones, dando libremente su voto por el candidato que a él, tuviere, cuando se trata de designar a los más altos funcionarios de un país.

El voto tiene gran importancia y a que, mediante él, se constituye un gobierno que regira los destinos de un país y lo llevara por la senda del progreso. El voto no sólo es un derecho, sino un deber para todo ciudadano.

Ana Conde

APPENDIX C

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

NATHAN QUINONES
CHANCELLOR

February 5, 1986

Dr. Noel Kritchev, Principal
Seward Park High School
350 Grand Street
New York, New York 10002

Dear Noel,

Thank you for sharing Adelante, Don Quijote with me. Your letter to the students, their response to Cervantes' Don Quijote and the wonderfully evocative pen and ink drawings create a haunting nostalgia. After all, education is all about nudging young people into an understanding and appreciation of a world that struggles to integrate ideals and fantasy into the patterns of reality that govern our lives.

Congratulate Mr. Paul Siegel, A.P. Foreign Language Department, under whose leadership and support Ms. Marisa Carbonara, teacher and director of the Bi-Lingual Program, has beckoned her students into a sensitive appreciation of the world of Don Quijote. To Alberto Muñoz, my admiration for his insightful interpretation of Cervantes' view of the human condition.

Cordially,

NATHAN QUINONES
Chancellor

NQ:kt

SEWARD PARK HIGH SCHOOL

Dr. Noel N. Kriftcher
Principal

PRESENTA

ADELANTE

DON QUIJOTE

P. Siegel, Chairman
Foreign Lang. Dept.

Marisa Carbonara
Profesora

Seward Park
High School

Dr. Noel N. Kriftcher, Principal

350 Grand Street - New York, N. Y. 1000
Telephone: 674-7000

Dear Scholars,

Don Quijote is known as a dreamer, a builder of imaginary worlds which only he inhabits. But all of us dream, for dreaming frees us from the real pressures and problems of everyday existence.

Often, the measure of greatness is the ability to dream something as it can be--and then, having the commitment to do something about it. I wish for you those dreams, but I hope for you the energy and dedication which change dreams into reality.

Cordially,
Noel N. Kriftcher
Principal

Estimados Eruditos,

Se le conoce a Don Quijote como el soñador, fundador de mundos imaginarios en que solo él vive. Pero claro, todos nosotros soñamos, porque el soñar nos libera de las obligaciones de la realidad y de los problemas del existir cotidiano.

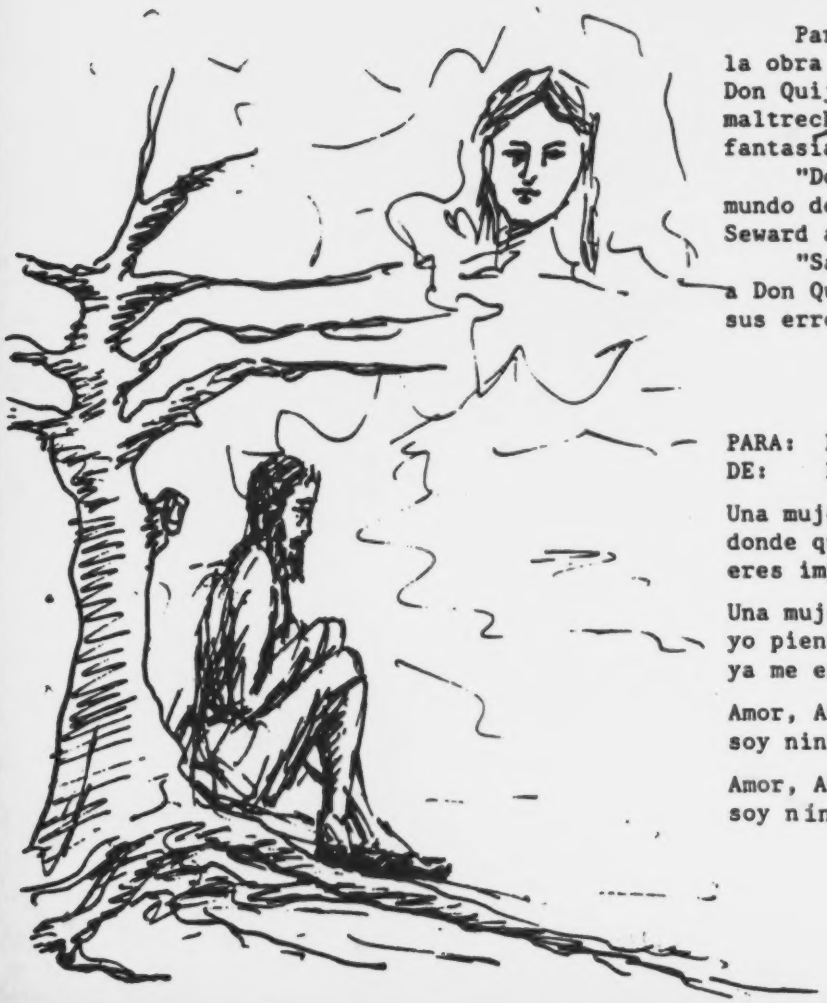
Con frecuencia, la grandeza se mide mediante la habilidad de soñar con algo esperado y después, uno debe comprometerse a realizar dicha grandeza de cualquier modo. Les deseo a ustedes esos sueños, pero espero que tengan la energía y la perseverancia de tornar esos sueños en realidad.

Cordialmente,
Noel N. Kriftcher
Director

El mundo de la aventura y la fantasía e que se encuentra el ingenioso hidalgo Don Quijote, es un mundo lleno de idealismo e irrealidad, el cual no le permite a él poder ver el verdadero mundo que le rodea. Cada aventura que le pasa es creada por su propia imaginación, no por que algo está pasando, si no por que él imagina cosas que no son. En cambio Sancho su escudero es persona sensata, pero de "muy poca sal en la mollera". El mundo de Sancho es muy diferente del de su amo, por que él ve las cosas como son y sólo piensa en comer y ser, algún día, gobernador de una ínsula, cosa que después de un tiempo la logra.

Todos nos preguntamos, ¿es posible poder combatir la injusticia del mundo? Yo opino que no, porque casi toda la gente ha perdido el deseo de luchar por un mundo mejor. Si todos luchásemos por la paz y la justicia, si pudieramos alcanzarla y que bello sería, nosotros pudiéramos decirle adiós al crimen, a la guerra al hambre en tanta gente que sufre.

Brunilda Rosario



Para mí es un honor el estar estudiando la obra de Cervantes, Don Quijote de la Mancha. Don Quijote en todas sus aventuras queda maltrecho porque vive en el mundo de la fantasía.

"Don Quijote y su rocín viven en el mundo de la locura, y los estudiantes de Seward aprendiendo de sus aventuras."

"Sancho Panza con su jumento va siguiendo a Don Quijote y Arlene en su memoria lamentando sus errores."

Arlene Fernández

PARA: Dulcinea del Toboso
DE: Don Quijote de la Mancha

Una mujer como tú no se encuentra
donde quiera yo te quiero a mi manera
eres importante para mí.

Una mujer como tú nadie la remplazaría
yo pienso en tí noche y día
ya me enamoré de tí.

Amor, Amor, una palabra divina, yo no
soy ningún niño, ya me enamoré de tí.

Amor, Amor una palabra divina, yo no
soy ningún niño, tú mi amor me haces feliz.

José Agosto

ESTO SE TITULA UN SUEÑO IMPOSIBLE.

A mi me gustaría ser como Don Quijote. Salir en busca de aventuras. Combatir el mal y la injusticia. Tener una persona ideal como Dulcinea del toboso. Tener la imaginación de Don Quijote. Quisiera ser como él, para acabar con todos las personas malignas del mundo entero y tener un escudero fuerte y valiente que no sea tan de "poca sal en la mollera" como Sancho Panza y que esté dispuesto a enfrentarse "a quién sea y quién se interponga en nuestros caminos. Y yo diría atacad sin mirar atrás." Acabar con todas aquellas personas que deshonren nuestra patria y el bienestar del pueblo. Defender a los menesterosos. Terminar con la maldad y los crimenes de todas aquellas persona sin corazón y sin compasión de los demás. Con exitos totales.

Mario Peña

Han pasado casi cuatrocientos años, pero el hidalgo de la mancha sigue inspirando sueños imposibles que, en ocasiones, pueden incluso hacerse realidad.

William Zamot

Le genial novela de Miguel de Cerantes es, sin embargo, un libro tan rico en léxico y encierra tanta sabiduría humana, imaginación y exquisito sentido del humor.

En esta clase aprovechamos la oportunidad de leer esa gran obra inolvidable.

Moisés Baldeón

Nuestro héroe demuestra la humanidad, y luchaba por hacer respetar los <u>derechos humanos</u> y afanarse por la paz sobre la tierra.

"Mi libro favorito es el del Quijoto
Mi libro de aventura es del Quijote
Mi libro de obra más hermosa es del Quijote
Libro tengo hasta el techo
Libro tengo hasta el cielo
¡Cuanto lo necesito!
¡Cuanto lo quiero!
Tendré unos cuántos años cuando termine de leerlo.

Juan Antonio Salcedo

Me gustaría ser Don Quijote. Quisiera combatir la injustica y maldades de Nueva York hoy día. También tener una Señora ideal, seria, bonita, inteligente que me acompañe, en todos lugares, que me ayude de que ella pueda, que me ame, que me adore, una señora fuerte que luche para mí, que se case conmigo y vivir conmigo. Esta mujer tiene que ser amable, cariñosa y que esté conmigo para siempre.

Eliel Santiago

"Don Quijote y Sancho Panza"

Many boys and girls have read the amusing adventures of the sad-faced Don Quixote and his chubby squire, Sancho Panza. Here is an opportunity for you to find out the deeper meaning that lies beneath the fun.

La literatura española, original como ninguna otra, ofrece una larga serie de personajes literarios muy notables. Muy conocidas son las figuras del heróico Cid Campeador, del pícaro Lazarillo de Tormes, del listo Gil Blas de Santillana-aunque sea su creador el autor francés Lesage-de los trágicos amantes de Teruel y del famoso galán don Juan Tenorio, todos ellos típicamente españoles. Pero es dudoso que haya personajes más populares en el mundo que los dos de Cervantes: don Quijote y Sancho Panza. Lo que los hace inmortales es su carácter universal más bien que nacional. Lo más grande en la obra de Cervantes no es el español, sino mundial; y se puede afirmar también sin duda alguna que es de todos los tiempos. El Quijote, ese gran libro de la vida, representa a la vez a los hombres de todas la épocas.

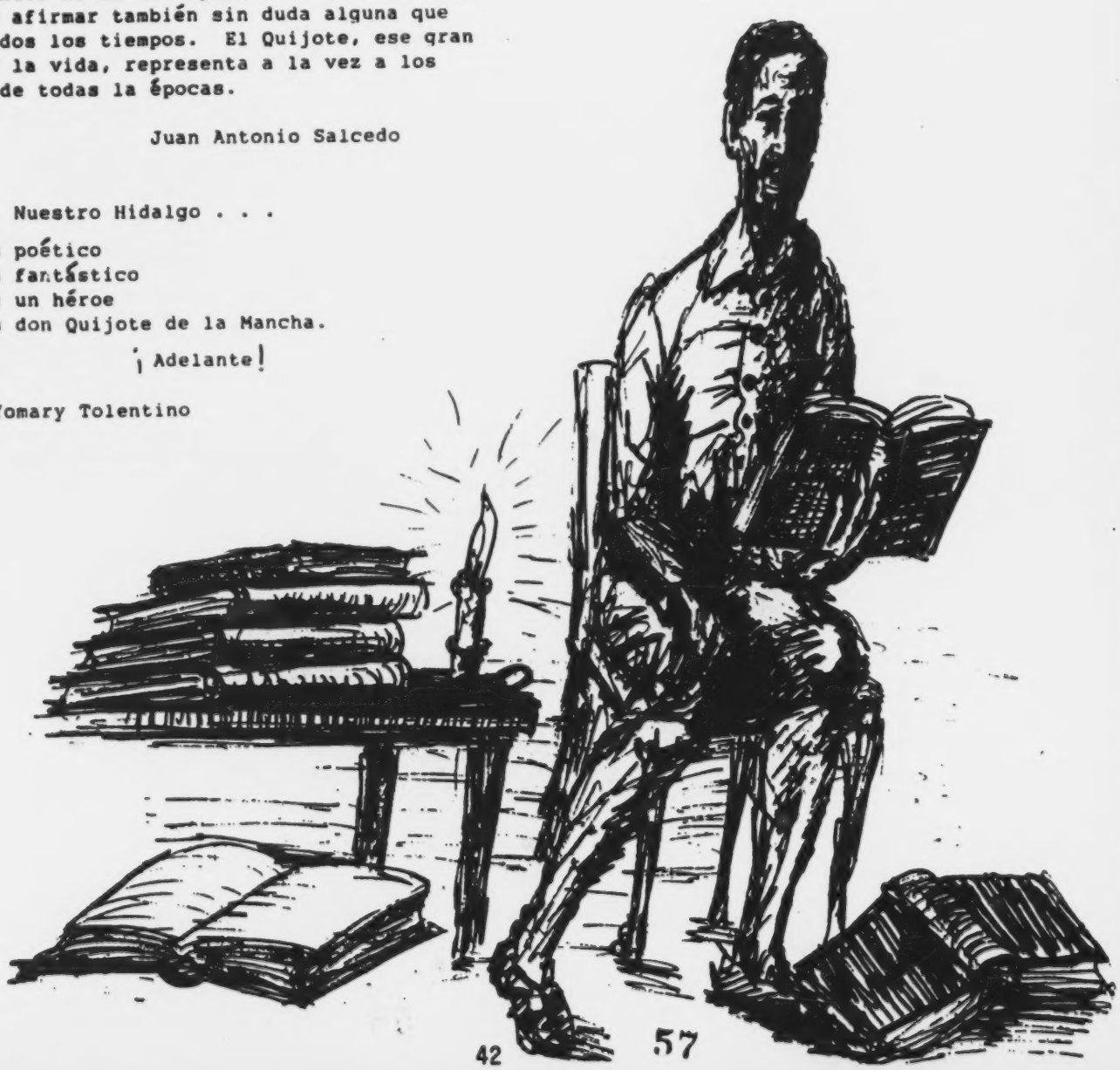
Juan Antonio Salcedo

Nuestro Hidalgo . . .

. . . es poético
. . . es fantástico
. . . es un héroe
. . . es don Quijote de la Mancha.

¡Adelante!

Yomary Tolentino



Miguel de Cervantes Saavedra (1547-1616), es conocido en todo el mundo como el autor de Don Quijote de la Mancha, uno de los libros más leídos en todas las lenguas.

Cervantes fue soldado en la batalla de Lepanto. En ella perdió el uso del brazo izquierdo. Por eso le llamaban "El Manco de Lepanto". Su vida estuvo llena de fracasos. Tuvo mala suerte en los negocios, en el amor y en su vida social. Pasó mucho tiempo en la carcel. A pesar de todos sus fracasos, Cervantes fue un genio de la pluma. Escribió poesías, novelas y obras teatrales. En 1605 publicó la primera parte de su grandiosa obra, Don Quijote de la Mancha. La segunda parte no fue publcada sino hasta 1615.

En su libro Cervantes nos cuenta de un hombre ya mayor quien imagina ser caballero andante, acompañado por su flaco caballo, Rocinante, y por su grueso escudero, Sancho Panza, quien tiene "poca sal en la mollera" pero de sentido práctico. Sale Don Quijote en busca de aventuras y listo para combatir las injusticias del mundo. El libro, Don Quijote de la Mancha presenta episodios ridículos, otros humorísticos y en medio de ellos se cuenta una filosofía representante del conflicto entre el idealismo y el materialismo. Este libro se ha convertido a través de los siglos, en la obra inmortal del genio de Cervantes.

Marcos López

Oh mi señora no me has de escuchar
Oh te haces la olvidada que yo
no me merezco tu rencor.
Por lo tanto no me mires con
esos ojos luminosos que al
ver su luz caeré en tu laberinto

Mi descanso es la muerte.
Mi vida es luchar.
Y vivirla es como la muerte
deseperación y angustia y lamento!

Eduardo Rodriguez

La cara de imaginación
La aventura y la realidad
una cara que no muestra
la buena intención pero tambien
¡el fracaso de la lucha!

Carlos hernández

APPENDIX D

HENRY STREET SETTLEMENT
LATINO PLAYWRIGHTS READING WORKSHOP SERIES, INC.

Executive Offices
265 HENRY STREET NEW YORK, N.Y. 10002 766-9200

Daniel Kronenfeld
Executive Director

January 29, 1986

Ms. Elisa Munoz Feder
Seward Park High School
350 Grand Street
New York, N.Y. 10002

Dear Ms. Feder,

As per our telephone conversation of Wednesday, January 8, 1986; this letter is to confirm the awarding of The Latino Playwrights Scholarship to 15 youngsters selected by you and your associates from Seward Park High School and the Latino Playwrights Scholarship Screening Committee. The Latino Playwrights is a non-profit organization, founded in 1976, and housed at Henry Street Settlement, one of the oldest social service agencies in this country and founded in 1893.

The workshop in which the scholarship interns will be participating meets every Wednesday from 6:30-9:45 P.M. at Henry Street Settlement's Arts for Living Center, located at 466 Grand Street.

Criteria for Scholarship: Youngsters should have an interest in the following: Writing, acting, lighting, sound, set construction, stage managing, and assisting the director: since the interns will be participating in all levels of production.

As I stated on the phone, the workshop has been in progress for several months. All the same, there is ample time for the interns to recieve full benefit from the workshop, since we are still active through June, 1986.

Attached you will find information on The Latino Playwrights Company.

I look forward to hearing from you at your earliest convenience. I can be contacted at (212)-598-0400 or (212)-724-7059.

Sincerely,

Carla Pinza-President
The Latino Playwrights
Reading Workshop
Series, Inc.

CP/kk

HENRY STREET SETTLEMENT
LATINO PLAYWRIGHTS READING WORKSHOP SERIES, INC.

Executive Offices
[illegible] HENRY STREET NEW YORK, N.Y. 10002 766-9200

Dr. Noel Kriftcher-Principal
Seward Park High School
350 Grand Street
New York, N.Y. 10002

Daniel Kornfeld
Executive Director

Dear Dr. Kriftcher:

This is to confirm that The Latino Playwrights Company, housed at Henry Street Settlement, is scheduling musician/artist Luis Bauzo to conduct a lecture/slide musical presentation of traditional Puerto Rican Folk Music (Bomba and Plena) at the Henry Street Settlement's Arts for Living Center at 466 Grand Street. Students from Seward Park High School are invited to attend this program, which will be held on Wednesday, February 12, from 10-11 A.M. This performance is part of The Latino Playwrights Puerto Rican Folk Arts Extended Project.

We have asked Ms. Feder of your school to schedule the classes you find will benefit most from this program.

If you have any questions concerning this matter, please call me at (212)-599-0400.

Sincerely,

Carla Pinz-President
Latino Playwrights, Inc.

CP/kk

LATINO PLAYWRIGHTS NARRATIVE

The Latino Playwrights Reading Workshop Series, Inc., a non-profit organization, is a theatre/television and film writers company.

The organization's President; writer, actress, journalist, and television producer, Carla Pinza, founded the company 11 years ago, with founding members: Broadway/film star Raul Julia; CPA Richard DioGuardi; commercial realtor Brian Lea; and Gloria Sosa, Esq.

The Latino Playwrights, Inc. is a highly professional company, the pioneer of staged reading showcases (open to the public) of television, film, and theatre scripts in English and Spanish. Some of the writers who have since contributed to the American culture are Jose Rivera, writer with Norman Lear's Embassy Television; Pulitzer Prize Winner Miguel Pinero, writer with Miami Vice; Ruben Gonzalez, freelance writer with The Bill Cosby Show; and Anita Velez, writer with Educational Television.

ACTIVITIES

Workshop (Oct.-June)

A) The Latino Playwrights Membership Workshop meets once a week and is designed to assist writers of Hispanic and other international origins (novice or professional) in the development of their television, film, or theatre scripts. The workshop creates an atmosphere in which the writer can polish his/her craft while developing their manuscripts in a highly intense enviornment.

B) Though the workshop is predominantly geared to writers, 40% of the membership is composed of actors, directors, film makers, and musicians, with 5% of the membership being youth interns (ages 14-19).

C) The workshop is divided in two committees:

1) The Script Reading and Development Committee, headed by Carla Pinza.
2) The Television Sit-Com Committee, spearheaded by writer/director Ellen Long Marshall.

D) There is a nominal fee of $36.00 per semester, which does not apply to interns. There are 30 members in the workshop.

Annual Writers' Forum (Jan.-Feb.)

A) The Latino Playwrights Annual Writers' Forum is a series of seminars composed of prominent guest speakers from the theatre, television, and film industry (writers, directors, producers, set designers, and production stage managers), and is open to the public. The guest speakers share vital information in the areas of stylistic differences of writing, be it for television, theatre, or film.

B) Information on how the writer can best go about entering or submitting his/her manuscripts to the theatre or television industry.

C) A general review of production costs (TV Seris, Feature Film, Off-Off Broadway, Off-Broadway, and Broadway productions).

Spring Festival

A) The scripts that are presented to the Annual Latino Playwrights Spring Festival derive from the workshop, and are selected by the membership through a voting process.

B) Scripts, whether they be written for television or theatre, go through a two week rehearsal period, enabling the writer to continue to polish his manuscript, inconjunction with the director, stage manager, and the actors. This process includes stage blocking, minimal set design, props, lighting, costumes, and sound.

C) The script is presented for two performances (open to the general public) and for a third performance for an invited audience of professionals (producers, directors, and literary agents), and is publicized in the English and Spanish press.

D) This year (1985/86 season) The Latino Playwrights recieved a grant from The New York State Council on the Arts for the presentation of The First Annual Latino Playwrights Showcase Production, which will highlight one of [illegible] scripts previously developed in the workshop.